



Montana Office of Public Instruction
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www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies High School

Topic 21 - Who is an Indian?

Stage 1 Desired Results

Established Goals:

There is also great diversity among individual Indians as Indian identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. (EU 2)

Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. (SS6)

Understandings:

Students will understand that...

1. There is no generic Indian.
2. There are many and varied ways to be identified as an Indian.
3. Indian identity is directly related to the Dawes Act.

Essential Questions:

1. Who is an Indian?
2. Should tribes keep using blood quantum for determining membership? Explain.
3. How did the identification of Indians develop?
4. How am I connected to Indian identification?
5. To what extent does Indian identity differ from non-Indian identity?

Students will be able to

Analyze and discuss tribal membership requirements.
Discuss how the Dawes Act has influenced issues associated with tribal membership.
Apply understandings to document the Indian identity process.

Students will know...

How to identify differences and similarities among American Indian identification.

Stage 2 Assessment Evidence

Performance Tasks:

Imagine you are an American Indian seeking tribal membership. Prepare a document describing the entire enrollment process specific to one of the tribal nations. You will present your findings to the class for peer review. You will discuss/describe who is an Indian, should tribes continue to use blood quantum, what's the history behind blood quantum, is being an Indian more than just about blood degree?

The challenge involves dealing with the multi-step process of Indian identification.

Compare and contrast the different processes for each tribal nation in Montana.

Students assess their own leaning process in journal form.

Vocabulary - Glossary of terms with definitions can be accessed at:
<http://www.opi.mt.gov/indianed/SocialStudies.html>

Race
Biology of race
Blood quantum
Dawes Act
Rural and Urban Indians
Elders
Traditions
Tribal Hierarchy: Clan, Band and Council
Culture
Gender Role
Oral History

Montana Tribal Nations:

Assiniboiné
Blackfeet
Crow
Chippewa
Little Shell Chippewa
Cree
Gros Ventre
Kootenai
Northern Cheyenne
Pend d' Oreille
Salish
Sioux



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High School

Stage 3 Learning Plan

Learning Activities:

Prior to introducing the lesson please go to the following Website and make printouts/overheads of the following images from the American Indian College Fund Advertising Campaign.

http://www.collegefund.org/news/ad_sari.html

1. Display the "Have you ever seen a real Indian?" poster series to the class and ask for reactions.
2. Make an overhead or write on the board Essential Understanding 2.
3. Have students write a brief statement about what this means to them and discuss.
4. Ask students if they have ever heard about the issue of "blood quantum." Print out or summarize the main points from this on-line article by Dr. Jack Forbes discussing his perspective on blood quantum. Forbes, Jack. "Blood Quantum: A Relic of Racism and Termination." In *Native Intelligence* and *The People's Voice*. November 27, 2000. *The People's Path* website.
<http://www.thepeoplespaths.net/Articles2000/JDForbes001126Blood.htm>
5. This on-line Master's Thesis from Laura Ferguson has some excellent information regarding blood quantum – numerous quotes and insights from many prominent Indians can be found here: Ferguson, Laura. *'Indian Blood' or lifeblood? an Analysis of the Racialization of Native North American peoples*. Thesis. May 15, 2005. <http://etd.lib.montana.edu/etd/view/item.php?id=132>
6. Have students discuss the concept of blood quantum and how it ties in with Indian identity and enrollment. Tell them they will be researching enrollment requirements in addition to summarizing the major issues associated with the use of blood quantum as the major factor in determining tribal membership. Refer them to the on-line glossary for helpful definitions.
7. Assign students a tribal nation to research (individually or in small groups).
8. Share with students resources for them to use for conducting background research.
9. Utilize the OPI document: *Montana Indians: Their History and Location* as a starting place for students to begin their research.
www.opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf
10. Ask the students to describe enrollment criteria along with some of the unique characteristics of the tribe they are researching. Refer to the essential questions to help guide them with their research.
11. Use the following scenario and questions to help guide their research:

Imagine you are an American Indian seeking tribal membership. Prepare a document describing the entire enrollment process specific to one of the tribal nations. You will present your findings to the class for peer review. You will discuss/describe who is an Indian, should tribes continue to use blood quantum, what's the history behind blood quantum, is being an Indian more than just about blood degree?

12. Students will display essays/poster boards/other visual aids and give an oral interpretation of their research.

Materials/Resources Needed:

Excellent resource from University of Montana regarding Indian identity issues in Montana.
Van Valkenburg, Carol, Matt Ochsner, and Sonja Lee (eds). *Montana Indians 1998: Indian Identity*. Missoula, MT: University of Montana School of Journalism.
http://www.umt.edu/journalism/student_work/NativeNews/index.html

Montana Tribal Websites

Blackfeet www.blackfeetnation.com
<http://doc.narf.org/nill/Constitutions/BlackfeetConst/bfconttoc.htm>

Chippewa - Cree Tribes of the Rocky Boy's Reservation <http://rockyboy.org/>
<http://rockyboy.org/Constitution/CCT%20Constitution%202004.htm>

Crow Tribe Apsaalooke Nation <http://www.crownations.net/>
<http://www.crowtribe.com/const.htm>

Fort Belknap – Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/>
http://www.ntjrc.org/ccfolder/fort_belknap_const.htm

Fort Peck Tribes – Assiniboine/Sioux <http://www.fortpecktribes.org>
http://www.fortpecktribes.org/pdf/fpt_constitution_bylaws.pdf

Little Shell Tribe <http://www.littleshelltribe.us/>

Northern Cheyenne Tribal Government <http://www.cheyennenation.com/>
<http://www.ntjrc.org/ccfolder/ncheyenneconst.pdf>

Confederated Salish & Kootenai Tribes <http://www.cskt.org>
http://www.cskt.org/documents/gov/cskt_constitution.pdf

These Websites link to numerous on-line tribal constitutions (students may also research other tribes besides those residing in Montana)

<http://thorpe.ou.edu/const.html>
<http://thorpe.ou.edu/>
<http://www.tribalresourcecenter.org/tribalcourts/codes/constdirectory.asp>

On-line article summarizing basic enrollment procedures:
Lewis, Gregg L. "Enrollment Procedures and Recourse." University of Oklahoma, Native American Studies Student. <http://thorpe.ou.edu/OILS/enroll.html>

A good resource from PBS regarding blood quantum and Indian identity.
"Identity and Assimilation." Today's Challenges. Indian Country Diaries. Public Broadcasting System.
<http://www.pbs.org/indiancountry/challenges/identity.html>
<http://www.pbs.org/mattersofrace/prog3.shtml>

(The following reference books were sent to all Montana school libraries)

Champagne, Duane (**Ojibwe**) (ed). *Native North American Almanac: A Reference Work of Native North Americans in the United States and Canada*. Detroit: Gale Publishing, 2001. This comprehensive volume provides historical and contemporary information about the Native peoples of North America. A broad range of topics including history and historical landmarks, health, law and legislation, activism, environment, urbanization, education, economy, languages, arts, literatures, media and gender relations makes this highly readable book essential for librarians and teachers

Davis, Mary B. (ed). *Native America in the Twentieth Century, An Encyclopedia*. 1996. All classroom teachers who are teaching anything about "Native Americans" should have this single-volume encyclopedia available and use it frequently. The emphasis is on Indian peoples today, and the involvement of a great many knowledgeable Indian people, close to much of what they describe, contributes greatly to accuracy and coverage of usually ignored matters.

Blackfeet Membership Requirements:

ARTICLE II - MEMBERSHIP

AMENDMENT III

Section 1. The members of the Blackfeet Tribe shall consist as follows:

- (a) All persons of Indian blood whose names appear on the official census roll of the tribe as of January 1, 1935.
- (b) All children born prior to the adoption of this amendment to any blood member of the Blackfeet Tribe maintaining a legal residence within the territory of the Reservation at the time of such birth.
- (c) All children having one-fourth (1/4) degree of Blackfeet Indian blood or more born after the adoption of this amendment to any blood member of the Blackfeet Tribe.

Rocky Boy Membership Requirements:

ARTICLE II - - MEMBERSHIP

SECTION 1. The membership of the Chippewa Cree Tribe shall consist as follows:

- (a) All members of the Rocky Boy's Band of Chippewas enrolled as of June 1, 1934.
- (b) All children born to any member of the Chippewa Cree Tribe of the Rocky Boy's Reservation who is a resident of the reservation at the time of the birth of said children.
- (c) All children of one-half or more Indian blood born to a non-resident member of the Tribe.

SECTION 2. Any Indian, one-half blood or more and a resident of Montana, not a member of any other reservation, may become a member of this organization provided that two-thirds or more of the eligible voters cast their ballots at such election, and provided further that two-thirds of those voting at such election vote in favor of such adoption. All elections to membership shall be confirmed by the Secretary of the Interior.

Crow Tribe Membership Requirements:

ARTICLE III — MEMBERSHIP

Section 1. Membership Criteria. The Crow Tribal General Council shall have the inherent authority to determine membership of the Crow Tribe of Indians. Membership shall be determined as follows:

- a. all persons who possess one-quarter (1/4) Crow Indian blood or more; or

- b. all those persons who are enrolled as Crow Indians on the date of passage of this Constitution; or
- c. all descendants of such Crow Indians referred to above with the enrollment status and benefits of such descendants determined by the Crow Tribal Enrollment Ordinance.

Section 2. Dual Membership Prohibited. No person who is or becomes a member of another tribe, band or group of Indians shall be eligible for enrollment in the Crow Tribe of Indians unless he/she shall first relinquish in writing all rights to membership in such other tribe, band or group of Indians.

Section 3. Enrollment Ordinance. The Crow Tribal General Council shall have the power to adopt ordinances, consistent with this Constitution, governing future membership and loss of membership of members of the Crow Tribe of Indians.

Fort Peck Tribes Membership Requirements:

ENROLLMENT ORDINANCE

WHEREAS, the Tribal Executive Board of the Assiniboiné and Sioux Tribes of the Fort Peck Indian Reservation, Montana, ascertained that it is necessary to determine membership of the Tribes in order that per capita payments may be made, and to provide otherwise for the general welfare of its members.

NOW, THEREFORE, BE IT RESOLVED, that membership of the Assiniboiné and/or Sioux Tribes of the Fort Peck Reservation shall consist of:

Section 1. Qualifications. The following individuals automatically qualify for membership in the Assiniboiné and Sioux Tribes of the Fort Peck Reservation and shall be enrolled if they comply with the rules of procedure prescribed for enrollment by the Tribal Executive Board.

- (a) Basic Rolls. Each living person of Assiniboiné and/or Sioux blood whose name appears on either the 1932 annuity payment roll or an allotment schedule prepared and approved pursuant to the Acts of February 8, 1887 (24Stat. 388), February 28, 1891(26 Stat. 794), May 30,1908 (35 Stat. 558), August 1, 1914 (38 Stat. 593), February 14, 1920 (41 Stat. 408), and March 3, 1927 (44 Stat. 1401), provided that he or she is not enrolled as a member of some other tribe.
- (b) Descendants of Persons on Basic Roll. Each living person who is of one-fourth (1/4) or more Assiniboiné or Sioux blood born prior to the effective date of this constitution who is a lineal descendant of a person whose name appears on one or both of the documents specified in (a) of this Section regardless of whether such annuitant or allottee is living or deceased, provided that he or she is not a member of some other tribe at the time of application for enrollment and provided further, that he or she is a citizen of the United States. Any such person may apply for enrollment at any time. **(AMENDMENT NO. 1 AS PER REFERENDUM VOTE OF 05/07/88)**
- (c) Adoptees. Each person adopted into tribal membership by the General Council prior to the effective date of this Constitution whose adoption was approved by the Secretary of the Interior, or his authorized representative, provided such adoptee has not subsequently become enrolled as a member of some other tribe.

- (d) Future Members. Each child of one-fourth (1/4) or more Assiniboiné and/or Sioux blood born after the effective date of this ordinance to any member of the Assiniboiné and Sioux Tribes, provided that the child is not a member of some other tribe at the time of application for enrollment and provided further, that the child is a citizen of the United States at the time of the child's birth. **(AMENDMENT NO. 2 AS PER REFERENDUM VOTE OF 05/07/88.)**

Confederated Salish and Kootenai Tribes Membership Requirements:

ARTICLE II – MEMBERSHIP

SECTION 1. The membership of the Confederated Tribes of the Flathead Reservation shall consist as follows:

- (a) All persons of Indian blood whose names appear on the official census rolls of the Confederated Tribes as of January 1, 1935.
- (b) All children born to any member of the Confederated Salish and Kootenai Tribes of the Flathead Reservation who is a resident of the reservation at the time of the birth of said children.

Fort Belknap Tribes Membership Requirements:

Article III - Membership

Section 1. *Membership of allottees*-Every living person whose name appears on the allotment roll of the Fort Belknap Reservation shall be entitled to membership in the Fort Belknap Community, and shall not be deprived of such membership without his consent.

Sec. 2. *Membership of descendants*-

- a. Every child of one-fourth or more Indian blood born heretofore or hereafter to any member of the community who maintains a residence upon the Fort Belknap Reservation at the time of such birth shall automatically be entitled to membership.
- b. Children born heretofore or hereafter to any member of the Fort Belknap Community, regardless of residence, shall be subject to adoption in accordance with section 3 of this article, upon application by self, parent or guardian. Provided, that such person has not received membership in any other tribe of Indians.

Sec. 3. *Adoption*-The community may, by a majority of the votes cast by the members of the community, adopt as a member of the community any person of one-eighth or more Indian blood who is a descendant of a member of the Fort Belknap Tribes or community, provided that any person adopted into membership must have resided at least three years upon the Fort Belknap Reservation.

Sec. 4. *Loss of membership*-In no case shall a member lose his membership other than by personal request in writing to the community council, or by reason of his having established residence in a foreign country.

Northern Cheyenne Tribe Membership Requirements:

ARTICLE II – MEMBERSHIP

Section 1. The membership of the Northern Cheyenne Tribe shall consist of as follows:

- (a) All persons of Northern Cheyenne Indian blood whose names appear on the official census roll as of January 1, 1935, provided that by January 1, 1962, corrections shall be made in said roll by the Tribal Council, subject to approval of the Secretary of the Interior.
- (b) Each person of one-half (1/2) or more Northern Cheyenne Indian blood, regardless of residence, born heretofore or hereafter to any member or descendant of a member of the Northern Cheyenne Tribe whose name was or is on the census roll referred to in Section 1(a) shall automatically be entitled to membership in the Northern Cheyenne Tribe.
- (c) All children heretofore born to any member of the Northern Cheyenne Tribe who was a resident of the Northern Cheyenne Indian Reservation at the time of the birth of said children.

Section 2. The Tribal Council shall have power to promulgate ordinances, subject to review by the Secretary of the Interior, covering future membership including adoptions and the loss of membership.